

Programme 109.†

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(September to December, 1927.
(January to March, 1928, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 127-178 (selections from *Ezra*, *Nehemiah*). *The Saviour of the World*,* Vol. V. (P.N.E.U. Office, 3/-), pp. 1-63, with Bible passages from index. *The Acts*, chapters 1-4; read from *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 1-64.

Optional : (a) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (b) *Philips' Handy Scripture Atlas** (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 123-152. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 58-73, with lessons on Advent and Christmas. *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 4/-).

For Sunday reading (optional) :

Saul, by Robert Browning (Oxford Press, 6d.). *What mean ye by these Stones?* by J. M. C. Crum (S.P.C.K., 1/6). *The Last Secrets*, by J. Buchan (Nelson, 2/-). *Adventures in Science*: Pasteur, Lister, Edison, etc. (Collins, 1/9).

† The 109th term of work set since the Parents' Union School began

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1927). Hymns: *Songs of Praise* (Oxford Press, 2/6 and 6d.); *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe verses in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199. For pronunciation, etc., Webster's *Little Gem Dictionary* (Bell, 1/6).

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 97-132.

Literature (including holiday and evening reading).

Shakespeare's *The Winter's Tale** (Longmans, 1/9), or, *A Midsummer Night's Dream** (Blackie, 6d.). Ruskin's *Frondes Agrestes** (Allen & Unwin, 2/6). Modern poets. *Horæ Subsecivæ*, by Dr. J. Brown (Oxford Press, 2/-): *Rab, Our Dogs, Queen Mary's Child Garden*. Mrs. Gaskell's *Cranford** (Nelson, 1/6). Read from *Shakespeare to Hardy, An Anthology of English Lyrics** (Methuen, 3/6), modern poets.

English History.

A History of Great Britain,* by R. B. Mowat, Part III. (Oxford Press, 4/-), chapters 44-49 (1886-1926). Make a chart of the 20th Century (see reprint from *P.R.*, July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *Times* Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 661-788 (1886-1926) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 625-665 (A.D. 69-180) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 140-162. North's *Plutarch's Lives: Timoleon** (Cambridge Press, 3/6), pp. 1-47. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen*,* by Mrs. H. A. L. Fisher (Chambers, 2/6), pp. 11-61, omitting questions.

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Books, V.,* (Kegan Paul, 5/-), pp. 1-62, (Asia, Siberia, Turkey in Asia, Palestine, Arabia, Persia). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 311-372. Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 286-347. Some account of the physiography of your neighbourhood, with diagrams. *Philips' Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week.

Natural History and Botany.[†]

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 135-168. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 112-179, omitting sections in small print. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate, e.g., leaves and stems, stars, etc. For holiday study: see *Fossils, How they are made and what they tell us* (P.N.E.U. Office, 2½d.). Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

[†] Overseas members see special leaflet.

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 57-112. *A Voyage in Space*,* by H. H. Turner (S.P.C.K., 7/6), pp. 138-191.
Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 117-179.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Ribera (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for September, 1927. *The Story of Architecture*,* by F. L. Waterhouse (Batsford, 6/-), pp. 228-261.

French.¹ (See N.B. 3.)

L'Enseignement Littéraire du Français, by J. Molmy Vol. I. (Hachette, 2/6), lessons 19-26 inclusive. Teacher study preface. Read and narrate *Nous Autres*, by J. Girardin (Hachette, 1/6). Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). For French conversation teacher may find useful: *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)

Limene,* Part I. (Murray, 2/6), pages 118-141, with corresponding exercises, and revise pp. 95-117. Narration of continuous passages.

German.¹ (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), Lessons 19-22, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, *Siegfried und Walthari* (Dent, 1/9).

or, preferably, Italian.¹ (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 28-32, 40-41, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felice Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters i.-x. (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 113-124. Mensuration, sections 211-214. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VII. (Teacher's Book, 1/4). Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

¹ Schools may substitute the national language.

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 165-183. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137, 138, 140-147, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in perspective: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Designing and beautiful lettering (Glass, pp. 88 and 132, etc.). Memory drawings (Glass, p. 23). Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Schubert, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and under "Our Work," September P.R. *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 1-63; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term I.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 90 and 91. Two poems from anthology set, or, from Tennyson's poems. A hymn.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. I., Books 5-8. Kinglake's *Elothen* (Palestine), (Dent, 2/-). Browning's *Poems* (Oxford Press, 6d.). Matthew Arnold's *Poems* (Oxford Press, 6d.). For holiday reading: *Lorna Doone*, by R. Blackmore (Dent, 2/-).

Music.

Choose and learn a suitable composition from the works of Schubert.

Singing.

Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). Three English songs, or Christmas Carols, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice

parts 2/- each,* complete with music 6/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). *Seven Unison Songs* by modern composers (Novello, Book 284, 1/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 5/-). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). Christmas Presents: *Needlework*, by M. K. Gifford (Nelson, 2/6). Choose a craft from *Drawing, Design and Craftwork*, e.g., Metal Work. *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). *Toy-making in School and Home*, by R. K. and M. I. R. Polkinghorne (Harrap, 10/6). Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. A Christmas entertainment to help the "Save the Children Fund," 42 Langham Street, London, W.1., for example, act scenes from *Cranford*.

Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV. (average age 14).

For N.B. 3 see enclosed General Notes' Leaflet.

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FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. "With them (Zerubbabel and Joshua) were the prophets of God helping them." What do you know of these prophets and their messages?
2. What report did Hanani bring to Nehemiah concerning the state of Jerusalem? Describe the events which followed.
3. "Ezra had prepared his heart to seek the law of the Lord, and to do it, and to teach in Israel statutes and judgments." How far was his mission successful? Give a full account of one incident.
- II. 1. "They were all amazed, and were in doubt, saying one to another, 'What meaneth this?'" Describe the events that immediately followed. What did the day of Pentecost mean for the disciples? What does it mean for us?
2. What do we know of the daily life of the Christian community after the Ascension of our Lord? How far can their example be followed to-day?
3. What part may we consider the towns folk as taking in "The Great Controversy"? Give our Lord's reply to them, and His teaching upon "If any man willett he shall know."

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

Some Wonders of Matter, last page, "Our world has come . . . not a ruck behind."

Composition.

1. Write verses (which must scan) upon one of the following,—(a), "Nausicaa," (b), "Clouds," (c), "Crandford entertains," (d), "Dogs I have known," (e), "Fossils."
2. An essay upon one of the following,—(a), "The Imperial Conscience," (b), "Russia," (c), "The Last Secrets," (d), "The Queen of the Druses."

English Grammar.

1. Analyse, parsing the words in italics,—

" . . . Come, my friends,
'Tis not *too* late to seek a *newer* world.
Push off, and sitting *well* in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until *I die*."

2. Write notes on some (a), ancient and, (b), present day uses of the prepositions *by*, *at*, *from*, *with*, *of* or *off*.
3. Describe some of the routes by which foreign words have found their way into our language. Give examples.

Literature.

1. Describe the character of "Hermione,"
or, 1. Sketch the characteristics of (a), "Oberon," (b), "Puck," showing what part each plays in the action of *A Midsummer Night's Dream*.
2. Write, as far as you can, what Ruskin has to say about two of the following,—(a), mosses, (b), grasses, (c), pine trees, (d), Calais Church, (e), the "firmament."
3. What poets (Victorian or later) have you studied this term? Give the substance of two of your favourite short poems (or of one longer poem).

English History.

1. Give a brief account of the Irish policy of (a), Salisbury's Government (1886-1892), (b), Gladstone (1893), and (c), the Conservative Government of 1895-1906.
2. "Rhodes as a young man saw visions, and in middle age saw some at least of his dreams come true." Explain and give dates and map.
3. What important measures were carried out by the Liberal Government between 1906 and 1914? Give a detailed account of two of them.

General History.

1. What do you know of the work of three of the following men in the early Roman Empire,—Plutarch, Pliny the Elder, Ptolemy, Tacitus, Seneca?
2. Describe a day in the life of a provincial (Roman) citizen about A.D. 100. Give drawings of some of the objects of the period you have seen yourself.
3. What were the causes and what the immediate occasion of the Great War?

Citizenship.

1. (Only for those who have studied *Ourselves*.) What qualities attend upon, or hinder, Justice in thought? Give examples from your reading.
2. How did Napoleon conduct himself (a), as a general, (b), as a ruler?
3. Show why we need new laws. Describe the process by which a new law comes into being.

Geography.

1. Give a rough sketch map of Asia Minor, indicating particularly the situation of (a), Turkey in Asia and, (b), The Holy Land. Put in the boundaries to these and the chief towns. Justify the statement that "no region of the world is more full of interest than Turkey in Asia."
2. Show how the idea of a Commonwealth has united the Dominions in the Councils of the Empire. Trace the steps by which this idea has come to pass.
3. Give some account, with diagrams, of the formation of coral reefs. Where are they chiefly to be found?

Natural History.

1. What birds would you expect to find on the "broad wet sands at low tide"? Give their general characteristics, and describe in detail the habits of two of them.
2. Describe, with diagrams, the internal structure of the leaf of a plant.
3. Write notes upon the special study you have made this term.

General Science.

1. Write on some of the marvellous facts suggested by the words,—*element*, *atom*, *molecule*, *chemical action*.
2. What do you know of the history of the law of planet distances which bears the name of Bode? What use was made of it in finding other planets?

Physiology and Hygiene.

1. Give some account of the (a), structure and, (b), work of the brain. Diagram. What points must be borne in mind in taking reasonable care of the brain?
2. In what ways are we naturally guarded against bacteria? What precautions in addition should everyone take?

Picture Study and Architecture

1. Describe "The Adoration of the Shepherds," by Ribera. Indicate in a rough sketch the chief details of the picture.
2. What are the characteristic features of English Renaissance? Describe two buildings of this period that you have seen.

French.

1. Describe, in French, (a), an incident from *Nous autres*, or, (b), "Le Vent."
2. Translate into French p. 66, *L'Enseignement Littéraire du Français*, "We saw in a glade . . . started off again."
3. Write two short passages in French, (a), using "L'Imparfait," (b), using "Le Passé Défini." Explain briefly, in French, the uses of these tenses.

Latin.

1. Give the genitive singular and accusative plural of the following nouns :—*nomen*, *opus*, *mos*, *quaestio*, *cornu*.
2. Translate: (1) The leader took away the fields from the farmer. (2) He was at the head of ten thousand soldiers. (3) Your garden is bigger than mine. (4) The story is long to tell.
3. (a), Translate from page 127, lines 1-8 (*cecidit . . . interfecerunt*). (b), Read the Latin of (a), then write in Latin a narration.

German.

1. Write an account, in German, of (a), the Youth of Siegfried, or, (b), "Ein Radfahrt."
2. How do German possessive pronouns indicate the gender and number of the thing possessed? Give sentences, using the pronouns *mine*, *hers*, *ours*, *his*, *theirs*.
3. Which prepositions govern the Dative case in German? Give five examples in sentences.

or, Italian.

1. Write, in Italian, a dialogue between two of the characters in *Il Piu Felice Bambino del Mondo*.
2. Translate Perini, Exercise XL., "Last year I went to Florence," to the end.
3. Give the chief irregular parts of the following verbs,— to become, be obliged, make, read, promise. Illustrate one irregularity of each verb in a sentence.

Arithmetic.

1. What per cent of £10 is £8 : 10 : 0 ?
2. A broker buys goods worth £1620. What is his commission at $\frac{5}{8}\%$?
3. By selling goods at £390 a man lost $2\frac{1}{2}\%$. At what price did he buy them?

Geometry.

1. If two chords of a circle are equidistant from the centre they are eqnal.
2. The angle subtended at the centre by an arc of a circle is double that subtended at the circumference by the same arc.
3. If two opposite sides of a cyclic quadrilateral are equal, the other two sides must be parallel.

Algebra.

1. Draw the graph of $y=2x^2+1$ and find from it the minimum value of the function $2x^2+1$.
2. A number of two digits is such that if 18 be subtracted from it the digits are reversed. Half the sum of the digits is 4. Find the number.
3. Factorise (i.) $2a^2x+5abx-2aby-5b^2y$.
(ii.) $4+4x-x^2$.
(iii.) $25a^2-16b^2$.

Painting.

1. A design for a frieze in stems and leaves.
2. A corner of a room with furniture.

Musical Appreciation.

1. Write in verse upon "The Unfinished Symphony."
2. Write a short Introduction to a volume of Schubert's songs.

Recitations.*

Father to choose two Bible passages and a poem.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed
to appear in *Parents' Report.*

N.B. 1.—Examination to begin on Monday, December 5th.
Papers to be posted on Saturday, the 10th, *with no other
enclosure.*

N.B. 2.—Subjects thus indicated (*) to be marked on the
Parents' Report according to Regulations, and marks to be
added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations care-
fully, as much time is lost by the examiners when (a), there is
no numbered list of the subjects sent for examination, (b), the
papers for each child are not fastened together, (c), the name
of the *member* does not appear, or (d), the totals of parents' marks
are not given.

N.B. 4.—Cambridge paper and the special envelopes should
be used. Answers may not be written on both sides of the
paper. The papers should be tied together loosely with string
at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the
number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report*
Form (a), how the pupil has worked during the term; (b), if there has
been any handicap on account of illness during the term; (c), the reason
for the omission of subjects in the examination.